

Annual Report

2013-2014

St. Patrick Elementary School

Report on the School's Success Plan, Management and Educational Success Agreement, and Contribution to the School Board's Strategic Plan



Together We Learn:
Partnering for Student Success



Lester B. Pearson
School Board
Commission scolaire
Lester-B.-Pearson

Introduction

In January 2010, the school signed a management and educational success agreement with the school board. The overall objective of the agreement is to improve student success. The management and educational success agreement incorporates five major goals:

- Increased Graduation and Qualification Rate
- Improved Mastery of English and French Language Skills
- Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties
- Promoting Wellness in a Safe and Caring Community
- Increased Enrollment of Students Under 20 Years of Age in Vocational Training

The management and educational success agreement is valid until June 30th, 2015 and is reviewed on a yearly basis. The agreement is closely aligned with the school success plan for 2010-2015. Student success is the force that drives our actions, we believe that the identified pillars of our success plan represent the key areas that will increase student success and ensure the achievement of our management and educational success agreement goals. It is our responsibility to ensure that every student has the opportunity to excel, our success plan combined with our management and educational success agreement provides our road maps to meet that responsibility.

We are pleased to share news of this past year's (2013-2014) successes. This annual report includes information on our success plan results, management and educational success agreement results as well as the school's contribution to the school board's strategic plan. The report shares information about the important work that our school does to foster student success while ensuring a safe and healthy educational environment, and highlights the work and achievements of students and staff. This report is only a tiny snapshot of what happens every single day in our school with our collective mission to provide excellence in education.

School Portrait

St. Patrick Elementary School	2013-2014
School Capacity	328
Program(s)	Bilingual
Total Number of Students Registered	355
Total Number of Students Registered In Daycare	153
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	50

School Mission/Vision

School Vision:

St. Patrick Elementary students will feel secure, confident and grow in an atmosphere which fosters responsible citizenship, flexibility, acceptance and integrity. This environment will provide them with the internal motivation and perseverance necessary to help them reach their full potential in literacy, mathematics, technology, physical activity and the arts.

Mission Statement:

St. Patrick Elementary School is committed to excellence. Our goal is to ensure that all students feel welcomed, supported and are eager and able to commit to their job of being active lifelong learners.

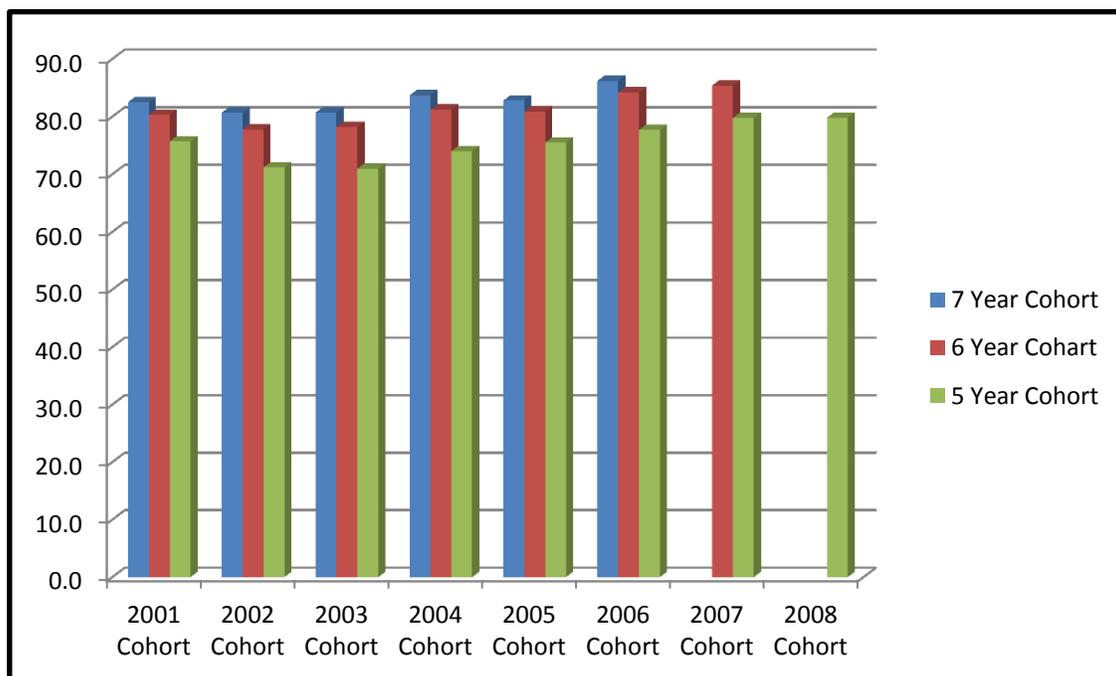
The staff firmly believes that to teach a child one must reach a child; therefore we focus on their entire world. This includes not only their academic abilities, but also their physical, social/emotional and personal well-being.

Goal 1: Increased Graduation and Qualification Rate

School Board Context

The student success rate in terms of certification and qualification remains an important factor. The graph below summarizes the LBPSB graduation and qualification rate for students under the age of twenty over the past eight years. The MELS has given us the challenge of increasing our graduation and qualification rate to 88% by 2020. We have set our 2015 graduation and qualification rate target at 85.5% with 2% of this increase coming from the youth sector and 1% coming from the Continuing Education sector. We have exceeded this target with a graduation and qualification rate of 86.2%. We continue to address the difference in the graduation and qualification rate between boys and girls. As well, all of our elementary schools are working towards increasing their success rate for MELS Elementary End of Cycle III Math exam results.

LESTER B. PEARSON SCHOOL BOARD GRADUATION and QUALIFICATION RATE



School Results

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2009 Baseline	2015 Target	2014 Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	77.25	79.25	69.01
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	n/a	n/a	n/a

Level of Accomplishment:

The success rate of 79.37% achieved in June 2013 was not realized this past academic year. A 10% drop in our end of cycle III math exam results translates into approximately 5 students finding difficulty with the examination. The multistep plan in place after the 2012 results were analyzed was still in place during the 2013-14 academic year. The vertical planning sessions with all math teachers continued. The "Progression of Learning" document produced by MELS which outlines "step by step" what is to be accomplished at the end of each year was still the guide in planning for success.

Step 2 of the plan for 2013-2014 examined basic math facts to make sure that our students are exposed to a firm foundation and mastery of level-appropriate math facts. This was established through the weekly math "blitz" in which classes performed timed quizzes on basic math facts. Class averages were posted outside of the office on a weekly basis and the highest winning class averages, as well as the school wide highest average, were announced.

Situation Analysis:

In analyzing the class average in the end of cycle III math exam, our students achieved a 69%, only 4% less than the average across the school board. While taking into account individual student achievement, it would be plausible to have a drop in the overall school success rate connected to a variety of factors. As the school year came to a close, St. Patrick Elementary was preparing for the new building extension. Reviewing the results next year will give a more complete picture on how successful the plan supported student achievement. The aim would be to continue the plan set in motion and to focus on mathematical reasoning and improving basic math facts.

Step 3 of the plan is to continue our vertical planning sessions in math. To continue to reinforce the link between our practices and the requirements of MELS as laid out in the Progression of Learning. New math workbooks are now in place in Cycle I, these new resources are linked directly to the "Progression of Learning". The school team will continue to analyze their effectiveness through conversations and weekly use. Reflex Math and other tools to reinforce basic math skills will be used in each cycle.

St. Patrick Elementary continues to offer an extensive intermural athletics program in which all students from grades 4-6 are encouraged to participate, which gives boys a good outlet. For the non-athletic student, our lunch program offered a "learn to play chess" program through Chess Canada as well as the robotics clubs. This promotes engagement of all of our students, specifically focusing on activities directed at our male students.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The overall aim of Goal 2 from the Ministry of Education Leisure and Sports is to improve the mastery of the French Language. The Lester B. Pearson School Board, as an English school board, has targeted the improvement of both French and English literacy skills. The Board's goal is not only to graduate students who are bilingual, but who are also biliterate; able to read, speak and write in English and French. As a result, our focus is an emphasis on early intervention to further improve literacy skills. Our systemic efforts must begin at the elementary level and be maintained throughout the secondary year. This will allow for improvement in our success rates for Secondary V Uniform Ministry Examinations in English Language Arts and French, and increase our students' exposure to French.

School Results

Goal 2: Improved Mastery of English and French Language Skills				
#	Objective	2009 Baseline	2015 Target	2014 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	67.5	71.5	75.21
2	A 2% increase in the number of elementary students reading at level by 2015.	ELA: 73.9 FSL: 100	ELA: 82 FSL: 83	ELA: 93 FSL: 85
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	56.66	60.66	71.08
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare).	n/a	n/a	n/a

Level of Accomplishment:

We are proud of our levels of accomplishment in both French and in English. We continue to perform way above our 2015 targets. There was extensive work done in both subjects to bring our curriculum in line with the requirements as laid out by the Progression of Learning and these seem to continue to allow our students to perform above target.

There was a continued effort to have a number of field trips to cultural establishments animated in French. Students needed to make themselves understood in French in order to participate in the activities. Francisation was in place to support students who required additional support in acquiring French comprehension skills.

Continued interventions by the school resource team, as well as the implementation of a strong "Jollyphonics" approach that started in the winter of 2013, should support the objective of achieving the 2015 target outlined.

Continued vigilance in regards to the Progression of Learning by moving our curriculum in line with that document should support our students in reaching success.

We have increased the number of French teachers in the school by allocating an English teacher and a French teacher for each homeroom class, specifically in cycle II and III. French teachers on staff provided an excellent model to their classes by only speaking to their students in French. For teachers who teach in both languages, the rules for French and English are well defined and strictly enforced by all adults in the school.

Situation Analysis:

We will continue to bring our grade-level curriculum in line with the Progression of Learning, adjusting our practice to ensure that we are reinforcing and pushing our students at a challenging, yet appropriate, level.

We will continue to aim for uniformity in our evaluation tools. Early Literacy Programs, under the guidance of our resource team, will become a focal point to support the acquisition of reading skills in both English and French. We again have a full-time Resource teacher to supervise and support teachers with the uniformity of the testing. We will be examining school organization, distribution of resources, both physical and personnel, scheduling as well as ensuring our curriculum is in close relation to the Progression of Learning. Francisation will continue as program to support comprehension skills in French. Our Cycle III students will benefit from additional French programs, after school hours, in the spring and fall to support their transition to high school.

Opportunities to promote French will continue through cultural, educational and sport outings, as well as through bringing in members of our Francophone community to speak and work with our students. We will look at increasing the instructional French time by investigating the possibility of teaching one of our specialty subjects in French.

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties

School Board Context

The Lester B. Pearson School Board is proud to be an inclusive school board where students with special needs are integrated into community schools and classrooms. In each school students with special needs are members of the community receiving support services as indicated by an Individualized Education Plan (IEP). Our focus for the next four years is to increase the qualification rate for our students with handicaps, social maladjustments or learning difficulties. We will continue to implement and support a variety of Work Oriented Training Pathway programs and school-based alternative programs which address the needs of our students and lead to qualification. In addition, the School Board team and individual school teams continue to develop individual and small group programs that respond to student needs. These programs are in line with student IEP objectives and enhance their opportunities for student success.

School Results

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties				
#	Objective	Baseline	2015 Target	2014 Result
1	Students will be offered a number of different activities to participate in (extra-curricular activities).	n/a	n/a	n/a
2	We will promote and support a sense of community within our school.	n/a	n/a	n/a

Level of Accomplishment:

Participation in our community events remained a focus for all students and we are proud that students who do have Handicaps, Social Maladjustments or Learning Difficulties were involved in all of our school-wide activities and played an equal role in our school community with all other students during the 2013-2014 academic year.

St. Patrick Elementary offered a number of extra-curricular activities for our students both in the arts and in athletics. There was a once-weekly Tae Kwon Do program open to all grade levels as well as Ultimate Frisbee lunchtime leagues for grades 4 through 6. Since there were no pre-requisites required for participation in these programs, they fluidly promoted participation for anyone interested and assisted in building school spirit. Our cycle III students participated in a robotics club during the lunch hour and this activity with a focus on science was open to all students.

Annual school-wide festivals, such as the Hallowe'en Activity Day and the Winter Carnival, were organized by the grade 6's who planned, prepared and lead groups of other students through sets of activities related to team building and community development. Activities such as the two mentioned above allowed our senior students an opportunity to lead the younger students and worked to strengthen the relationship among students in different grade levels, each focused on building a cooperative school community.

The Christmas Basket collection drive, supporting both families in our community as well as in the community of Lachine, is another example on an activity that promoted a strong sense of community. St. Patrick Elementary was paired up with Maple Grove Elementary for this program and students, along with staff supervision, delivered these holiday baskets to families in Lachine.

Situation Analysis:

Participation in all of the above mentioned programs will continue to be a major focus for our school. The feedback has continued to be positive and works to reemphasize the importance of maintaining a positive sense of community amongst all students. The school staff have continuously supported these activities. The activities have become annual events which are planned for during the early weeks of each new academic year.

Academic support and early identification of students who do have handicaps, social maladjustments or learning difficulties begins well before the end of Cycle I and will continue to be a focus for our resource team, as well as our staff as a whole.

Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring, and promotes wellness. All elementary and secondary schools complete a yearly portrait of the school climate in order to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

The Elementary School Climate Portrait is developed through the completion of two surveys: the “Safe and Caring Schools Survey” completed with staff and the “Tell Them From Me Survey” completed by senior elementary school students twice yearly. The elementary student survey provides 17 indicators based on the most recent research on school and classroom effectiveness. This year’s report provides highlights based on data from 9,057 elementary school students from 34 schools.

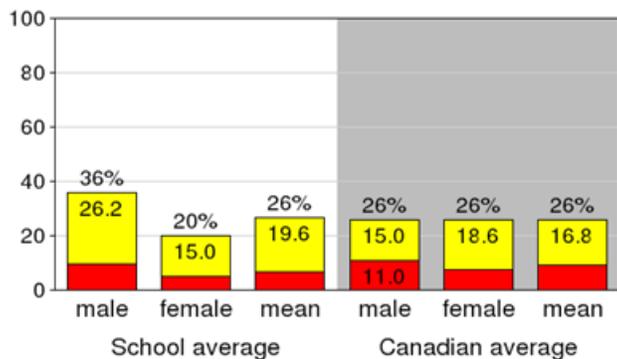
School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2014 Result
1	The number of initiatives that promote pride in and respect for our environment.	n/a	n/a	3
2	Implementation of the Healthy Schools Approach.	[] In Progress [] Implemented		
3	Complaints: Bullying/Violence	n/a	n/a	0

Level of Accomplishment:

Results from St. Patrick’s Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 26% which is exactly the Canadian Average for elementary students. Of these students, 60% say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 18% and 2% respectively. Students identify recess (30%) and lunch (27%) as the most common times during the day when they encounter conflict with peers. All incidents of violence, aggression or bullying were satisfactorily resolved at the school level.

Prevalence of bullying at St. Patrick:



Situation Analysis:

School assemblies, school-wide activities and collaboration between students in different grade levels will continue to be a major focus in establishing a positive school climate for all students of St. Patrick Elementary. The professionals from Dare to Care will return to visit our students in the fall of 2014 as a component of our anti-bullying initiative. This program strives to empower students to stand up with their peers in not allowing bullying-like behaviours in our school.

Our staff will continue to promote a healthy lifestyle, balancing physical activity in the classroom and during the recess and lunchtime activities. We will continue to have additional physical education classes through outdoor education classes for all grade levels. During special classroom or school events, we will continue to strike a balance between what students eat during the school day and the needs to encourage a healthy lifestyle when making nutritional choices.

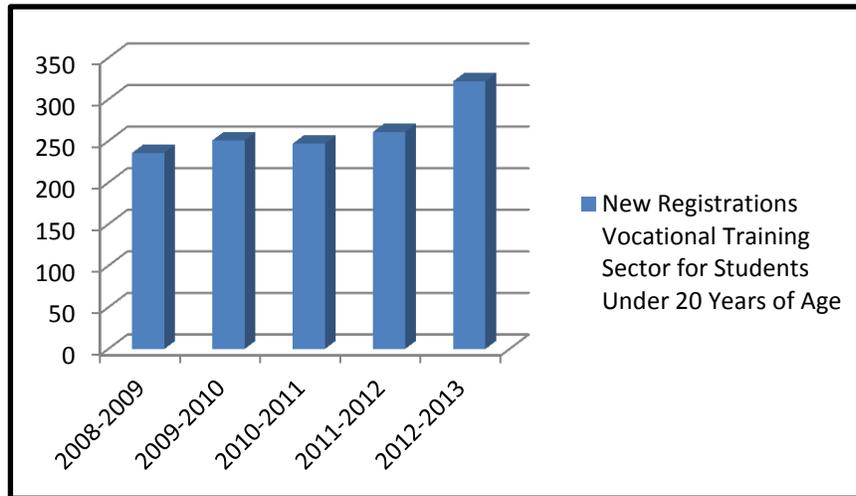
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

School Board Context

The Vocational Education pathway continues to be a growing choice towards graduation for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sports. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to a career.

The graph below indicates that the Vocational Training sector's contribution to the overall school board graduation rate has increased over the past four years. The vast majority of these students enter without interrupting their studies and with a diploma or qualification. To continue to be successful in this area, our priority is to promote vocational training programs as viable and exciting options towards certification. We feel that by attracting more students to these programs we can improve the opportunities for success of our students.

New Registrations Vocational Training Sector for Students Under 20 Years of Age



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2014 Result
1	The number of initiatives that promote vocational education.	n/a	n/a	3

Level of Accomplishment:

The grade 5 and 6 students once again participated in the Montreal “Hooked on Schools” program. Students are asked to complete some basic interest surveys. Conversations about choice of professions, some familiar, some unfamiliar, are a major part of the sessions. The Cycle III students are able to learn about opportunities available to them in their future, connecting the importance of secondary and post-secondary schooling. The high schools from our region join our school for assemblies highlighting the variety of programs that are available to the students who attend each school. While the Vocational Educational Schools did not present to our students, specific programs that are precursors to the Voc. Ed. programs were alluded to in the varying assemblies.

Situation Analysis:

Conversations and discussions with parent groups throughout the year around vocational studies are a main focus in determining what direction is required. These discussions include how we can promote and develop the awareness of our parent community of these programs available to our students.